



Chestnut Oaks Middle

1200 Oswego Road
Sumter, SC 29153

Grades	6-8 Middle School	
Enrollment	317 Students	
Principal	Cornelius B. Leach, Ed.D.	803-775-7272
Superintendent	Zona W. Jefferson, Ph. D.	803-469-8536
Board Chair	Mr. Greg L. Simonson	803-778-1886

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

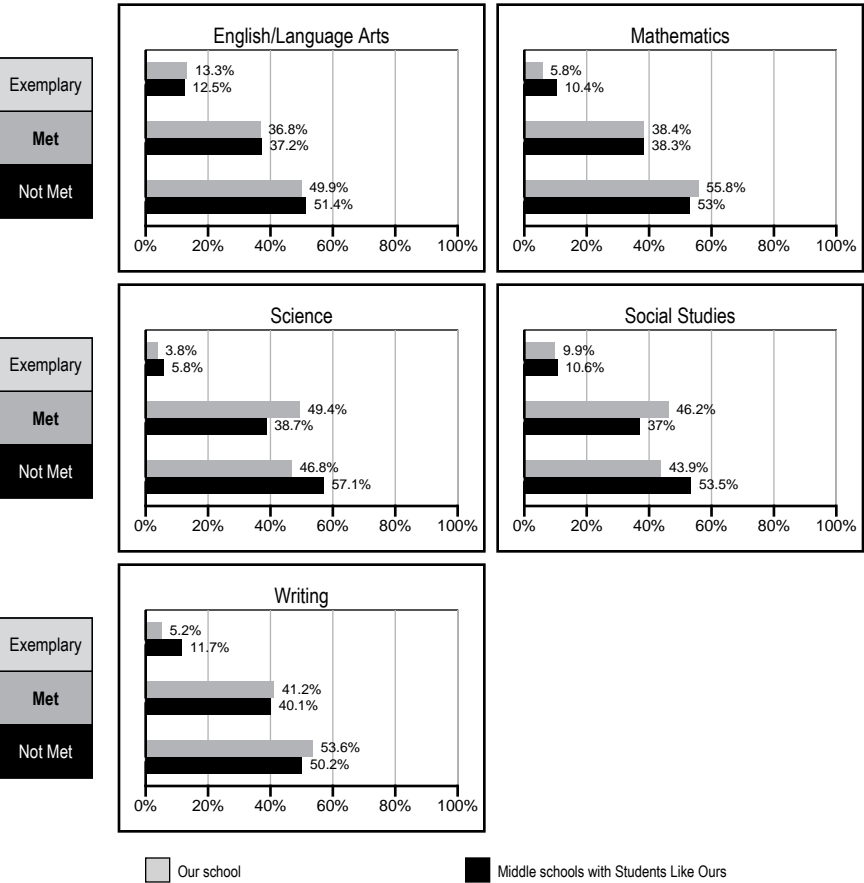
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	38	24

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	95.0%	86.3%
English 1	70.4%	83.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	80.9%	84.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=317)				
Students enrolled in high school credit courses (grades 7 & 8)	7.6%	Down from 10.8%	16.3%	21.6%
Retention rate	3.5%	Up from 2.4%	2.3%	1.2%
Attendance rate	93.4%	Up from 93.2%	95.5%	95.9%
Eligible for gifted and talented	3.4%	Down from 7.9%	4.9%	14.8%
With disabilities other than speech	18.5%	Up from 15.7%	14.1%	12.6%
Older than usual for grade	12.3%	Down from 13.2%	4.8%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.6%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	33.3%	Down from 36.8%	54.7%	56.9%
Continuing contract teachers	45.5%	Up from 39.5%	61.7%	72.7%
Teachers with emergency or provisional certificates	43.3%	Down from 45.2%	14.9%	5.3%
Teachers returning from previous year	64.2%	Down from 65.2%	76.4%	82.9%
Teacher attendance rate	96.0%	Up from 94.2%	94.9%	95.2%
Average teacher salary*	\$37,482	Down 5.4%	\$44,832	\$46,599
Professional development days/teacher	11.7 days	Up from 11.5 days	11.1 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	22.6 to 1	Down from 25.1 to 1	16.7 to 1	20.1 to 1
Prime instructional time	88.1%	Up from 85.1%	89.1%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.5%	Down from 100.0%	96.5%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$11,971	Up 49.9%	\$10,078	\$7,645
Percent of expenditures for instruction**	55.3%	Down from 55.5%	60.6%	63.4%
Percent of expenditures for teacher salaries**	40.8%	Down from 50.0%	54.7%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Chestnut Oak Middle School's administrative staff and faculty continue to strive to make Chestnut Oaks a great learning community and a family-oriented school. We are blessed with a beautiful school facility, competent and caring teachers, hard-working and discovery-learning students, and supportive parents. These qualities make Chestnut Oaks Middle School a special learning community for our students.

One major accomplishment for the 2008-2009 school year was being recognized as one of 14 schools to receive the Exemplar Award for Positive Behavior Interventions and Supports (PBIS) Initiative from the SC State Department of Education. PBIS is a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

Several programs implemented by the faculty and staff members that were effective will be continued for the upcoming school year. Our school's Character Education committee continued to recognize students who displayed positive character traits. The Character Education breakfasts were held quarterly. Teachers submitted names of students who had shown the character trait for the quarter. Parents and friends of the honorees were invited to attend. The Teacher Advancement Program (TAP) is another program we implemented. TAP encourages teachers to grow and allows them to prosper by offering new models for professional entry and training, with new compensation and career advancement possibilities. It honors the essence while changing the structure of the teaching profession.

Students had opportunities to receive incentives for a variety of reasons during the 08-09 school year. Some were honored and recognized for wearing their academic attire, having perfect attendance, displaying good behavior, and excelling academically in subject areas. Students earned trips to Charleston, SC, Atlanta, GA, and to Carowinds.

We are also very proud of our students for their involvement in service learning projects. Last year, we participated in the Salvation Army's food drive, Pennies for Patients, and the March of Dimes Walk America. In all, our students raised and collected more than \$5,000.00 for charity projects.

We look forward to an even better year during the 09-10 school term as we continue to SOAR!

- Seek Excellence
- Opt to Use Good Manners
- Activate Listening and Learning Skills
- Respect Self and Others

Cornelius B. Leach, Ed.D., Principal
James Gary, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	110	38
Percent satisfied with learning environment	81.3%	80.9%	73.7%
Percent satisfied with social and physical environment	90.6%	83.2%	78.9%
Percent satisfied with school-home relations	56.3%	77.6%	73.7%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Adequate Yearly Progress

NO

This school met 14 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.2%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.5%	0.0%	No
Student attendance rate	93.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	456	98.5	54.2	32.4	13.4	64.1	84.2	82.8	Yes	Yes
Gender										
Male	233	97.4	58.8	26	15.3	58.8	80.9	79.3	N/A	N/A
Female	223	99.6	49.6	38.9	11.5	69.5	87.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	40	100	36.4	40.9	22.7	86.4	93.9	89.5	I/S	Yes
African American	403	98.3	55.3	32.3	12.3	62.1	80.1	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	96.8	92.3	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	73.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	82	93.9	82.1	10.3	7.7	38.5	59.5	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	70	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	409	98.5	57.3	30.8	12	60.7	79.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	456	98.7	62.6	32.1	5.3	55	77.3	78.9	No	Yes
Gender										
Male	233	97.9	64.9	29	6.1	51.1	75.2	77	N/A	N/A
Female	223	99.6	60.3	35.1	4.6	58.8	79.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	40	100	36.4	45.5	18.2	77.3	91.3	87.2	I/S	Yes
African American	403	98.5	66	30.2	3.8	52.3	70.9	66.7	No	Yes
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	96.8	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	76.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	82	93.9	89.7	7.7	2.6	23.1	46.7	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	68	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	409	98.8	65	30.8	4.3	53	71	70.2	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	291	99.3	41.2	53.5	5.3	58.8	67.4	67.5
Gender								
Male	153	99.4	41.5	51.1	7.4	58.5	68.3	67
Female	138	99.3	40.9	55.9	3.2	59.1	66.5	68
Racial/Ethnic Group								
White	24	100	12.5	68.8	18.8	87.5	86.8	79.5
African American	258	99.6	44.3	51.5	4.2	55.7	58.2	50.3
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	83.3	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	75	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	50	100	N/AV	N/AV	N/AV	25	34.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	63.2	59.6
Socio-Economic Status								
Subsided meals	259	99.6	45.5	50.3	4.2	54.5	58.8	55.1

Social Studies

All Students	289	99.7	54	35.3	10.7	46	73.4	72.3
Gender								
Male	145	99.3	50	34	16	50	73.7	71.5
Female	144	100	58.1	36.6	5.4	41.9	73.2	73.2
Racial/Ethnic Group								
White	32	100	42.1	36.8	21.1	57.9	86.3	80.7
African American	250	99.6	56.1	34.1	9.8	43.9	67.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	75.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	46	97.8	84.6	11.5	3.8	15.4	45.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	72.7	67.9
Socio-Economic Status								
Subsided meals	257	99.6	59.1	31.7	9.1	40.9	66.4	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	458	98	53.6	41.2	5.2	46.4	66.6	70.2	93.4	95.9
Gender										
Male	232	97	64.7	31.4	3.9	35.3	59.4	63.2	92.9	95.7
Female	226	99.1	42.8	50.7	6.5	57.2	74.2	77.5	93.9	96.2
Racial/Ethnic Group										
White	41	100	47.2	47.2	5.6	52.8	84.2	79.1	90.1	95.8
African American	405	97.8	53.9	40.8	5.3	46.1	58.5	57.6	93.7	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.2	86.2	89.6	97.3
Hispanic	11	100	I/S	I/S	I/S	I/S	63.4	62.6	96.7	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.7
Disability Status										
Disabled	84	89.3	N/AV	N/AV	N/AV	8.5	19.5	26.1	90.7	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	56.9	61.2	97.5	96.1
Socio-Economic Status										
Subsidized meals	414	97.8	55.1	40.4	4.5	44.9	57.6	58.9	93.2	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	163	98.8	N/A	N/A	N/A	N/A
	7	129	100	46.4	35.7	17.9	53.6
	8	164	97	60	30	10	40
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	163	99.4	N/A	N/A	N/A	N/A
	7	129	100	50.9	44.6	4.5	49.1
	8	164	97	71.3	22.7	6	28.7
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	83	98.8	N/A	N/A	N/A	N/A
	7	129	100	32.1	62.5	5.4	67.9
	8	79	98.7	54.7	40	5.3	45.3
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	80	98.8	N/A	N/A	N/A	N/A
	7	129	100	48.2	38.4	13.4	51.8
	8	80	100	62.7	30.7	6.7	37.3
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	166	97.6	55.3	38.7	6	44.7
	7	129	100	46.6	46.6	6.8	53.4
	8	163	96.9	57.1	39.6	3.2	42.9

Abbreviations for Missing Data

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